




## Capilano Elementary IB School

### Assessment Policy PYP Programme

Policy Update: October 2023

 <b>Capilano</b> ELEMENTARY	<b>Capilano Elementary Mission Statement</b>	<b>Capilano Elementary Vision Statement</b>
	<p>The Capilano School Community will work together to provide learning opportunities that will enable students to develop as creative and inquiring individuals who are inspired to be life long learners and globally responsible citizens.</p>	<p>We provide a supportive learning environment that values diversity, promotes success and personal growth, and inspires students to become global citizens who accept responsibility for their learning.</p>

#### Philosophy:

Assessment is integrally linked to instruction and learning. Beginning with the end in mind (Backward Design -Wiggins & McTighe, 2005), teachers determine what to teach and how to teach. By identifying first what students need to know, understand, and do, teachers then determine how it can be assessed. Assessment is used to inform teachers, students, and parents of progress toward the determined learning goals (Formative Assessments: Assessment FOR and AS learning) as well as to evaluate achievement (Summative Assessment: Assessment OF learning) (Earl, 2003). Deliberate alignment of formative and summative assessment can generate a cohesive, focused pathway of teaching and learning along a continuum of increased understanding (Vygotsky's *Zone of Proximal Development*) toward specified learning goals.

The Capilano staff believes that assessment:

- Is a collaborative process, involving teachers, student, and families
- Informs future instruction (responsive planning) by revealing students' current understandings and misunderstandings, and identifying students' learning strengths and needs in relation to identified learning goals/criteria
- Provides purposeful, relevant feedback to the learner and provides opportunity for student agency
- Is authentic, on-going, and inclusive so as to empower life-long learning, with the intention of instilling and promoting student agency for learning
- Provides information to teachers, with respect to the diversity of learners within their classes, so that instruction can be planned to meet students' individual learning needs (Differentiated Instruction)
- Is manageable, effective, and efficient, for student, teachers, and families

This assessment policy is written to formalize and align our assessment practices and will be reviewed and revised as needed once annually, during the school year. The policy is written to reflect current practice and will evolve as our experience with assessment within the IB Primary Years Programme grows.

#### Applicable IBO Standard:

- [Programme Standards and Practices](#) – IBO (2018; updated 2020)
- Section 03: Culture – Standard: Culture (Pg. 10)
- Section 04: Learning – Standard: Approaches to Assessment (Pg. 17)



## Purpose of Assessment

We assess depth of understanding of what has been taught, modeled, and practiced in terms of the IB Essential Elements as they apply to units of inquiry. Understanding our learners and providing feedback is foundational to help teachers and students reach expectations.

Assessment in our PYP program is accomplished by emphasizing connections between subject specific knowledge and understanding, approaches to learning, key concepts, central ideas, and transdisciplinary themes. Assessment shows us what the student knows, understands, and can do, at every step of the learning process.

### Within the framework of the IB Primary Years Programme we assess:

#### Student's understanding and/or development of:

- The central idea in a unit of inquiry
- Attributes of the learner profile
- The IB Essential Elements (knowledge, concepts, approaches to learning, action)
- The transdisciplinary theme as it relates to the central idea in a unit of inquiry
- Curricular and Core Competencies for subject areas as mandated by the British Columbia Ministry of Education

#### We assess these components through:

- Student's daily work/assignments and discussions (Formative Assessment)
- Summative assessment tasks (Summative Assessment)
- Portfolios, quizzes, rubrics, reflections (self-assessments)

### The purposes of assessment for:

#### i. Teachers:

- To inform planning and instruction
- To identify areas for celebration and growth
- To report on student progress
- To provide feedback to students and parents in relation to specific criteria

#### ii. Students:

- To understand themselves as learners
- To identify areas to celebrate and areas for growth
- To set goals

#### iii. Families:

- To understand their child's progress, and areas for celebration and growth
- To gain information on how to support their child's learning

#### iv. School and Administration:

- To track progress and growth within a community of learners
- To identify learner needs and to set long term curriculum goals



## Roles and Responsibilities:

### i. Teachers:

Use pre-assessment to:

- Determine what students already know to inform next steps to teaching
- Set teaching goals to help students reach expectations (planning for instruction and learning)

Use formative assessment to:

- Identify student knowledge and strengths (understand student learning)
- Use students' prior knowledge and experience to construct and guide the inquiry process
- Adapt instruction for diverse learners
- Actively engage participants in the trajectory of learning/planning
- Analyze students' learning needs and identify ways to improve
- Help students know and understand (access) the criteria for producing a quality product or performance
- Help students identify their unique learning styles and abilities, and to access strategies to express their understanding
- Provide feedback, support and encouragement
- Provide evidence of progress along a continuum toward specific learning goals

Use summative assessment to:

- Measure progress and achievement in relation to specific criteria
- Provide means for students to demonstrate learning, understandings, perspectives and attitudes
- Determine if students can transfer or use learning in novel ways

### ii. Students:

All assessments serve to help students:

- Demonstrate and share their learning, understanding and perspectives
- Build confidence in personal abilities
- Become active and effective assessors of their own work
- Identify their unique learning styles and abilities, and to access strategies to express their understanding
- Build on strengths and move forward in learning
- Identify prior knowledge and experience as they enter into the inquiry process
- Respond to feedback from teachers
- Become self-regulated learners

### iii. Families:

- Understand the philosophy and goals of assessment at the school
- Support their child in developing a growth mindset towards their school work
- Support their child's ability to reflect on their learning and to identify and work towards goals (ex. Student-Family-Teacher conferences, etc.)

### iv. School and Administration:

Assessment informs and drives instruction and learning. It is an ongoing process that identifies what students understand, know, can do, and where they are in the learning process. It helps students and teachers set goals for learning and growth. Effective assessment provides meaningful feedback based on specified criteria. Powerful feedback is timely, and descriptive in nature. The school's administrative team is responsible for working with teachers to ensure meaningful and effective assessment practices are implemented.

### Procedures and Practices:

a) Assessment practices- The following table provides some examples

Type of Assessment	Classroom Examples – Activities/Strategies		How recorded	How analyzed	How reported	Who is responsible
Formative Pre-Assessment	Formative activities listed below		Rubrics, checklists, anecdotal records	Used to establish where the students are and set unit targets	Shared between teachers and students (possibly administrators)	Teachers, Students, Admin.
Formative On-going	Class observations, Thinking Routines, One Minute Essay, Mind Map / Web, Vocabulary Awareness, Thumbs Up/Down/Sideways, Brainstorming, KWLH – Know/Wonder/Learn/How, Word Grid – Guess/Explanation and Actual, Whip Around, Class discussion - Think-Pair-Share, Inside/Outside, Cut the Line/Value Line, Popcorn, 4 Corners, Graffiti, Placemat, Synectics – visual picture – create a connection, Ticket Out the Door, See-Think-Wonder, Chalk Talk, Frayer diagram,	Anticipation Guide/What's In/What's Out, Snowball, Human Graph, Stand on the Line, Statement By Cards (coloured cards) –true/false, yes/no, Scavenger Hunt, Concept Inductive Model, Finish a Statement, Carousel brainstorming, Gallery walk, Quick write or draw, Learning logs and journals, Conferences (teacher/peer), Fact storming, SOS summary, Developmental continuum, Portfolios	Anecdotal record, checklist, rubrics, Portfolios	Used to monitor progress towards unit goals and inform instruction	Shared between teachers and students in order to further learning (not graded). Can help with informal parent conferences. Can be shared in Student-Led Conferences	Teachers, Students, Admin
Summative	Transfer tasks, self-assessment, teacher made tests, or any of the above listed strategies		Standard rubric, checklists, performance standards, scored anecdotal records	Compared to established criteria in order to arrive at a grade. Long term trends can be used for school planning	Shared with students through class activities and parents with formal reports, overall trends reported to administrators	Teachers, Students, Admin.

### b) Evaluation

#### Provincial Guidelines for Assessment and Evaluation

Teachers set specific criteria based on learning outcomes and expected levels of performance to evaluate students' learning. These criteria form the basis for evaluating and reporting student progress. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to learning outcomes for each subject or course and grade.

### c) Reporting

In the 2015-2016 school year, educators at Capilano had developed and implemented a proficiency scale instead of using the provincial reporting guidelines at that time (BC Performance Standard language for Primary-aged students, and letter grades for Intermediate-aged students). This was a pilot program that had been in place from 2015 to 2023. Students were evaluated with the language and scale below:

Levels (adapted from Marzano)				
	Beginning	Developing	Practicing	Extending
Snapshot (adapted from Marzano 2010)	Student demonstrates limited understanding and attempts to apply knowledge and skills to situations the same as those modeled and practiced.	Student demonstrates partial understanding by applying knowledge and skills to situations similar to those previously modeled and practiced.	Student demonstrates conceptual understanding through transference of knowledge and skills to situations not already modeled and practiced.	Student demonstrates exceptional conceptual understanding through innovative transference of knowledge and skills to situations not already modeled and practiced.

Starting in the fall of 2023, the BC Ministry of Education and Child Care revised their reporting scale for all K – 9 students across the province to the scale below:

	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
<b>The Provincial Proficiency Scale</b>	The student demonstrates an <b>initial</b> understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a <b>partial</b> understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a <b>complete</b> understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a <b>sophisticated</b> understanding of the concepts and competencies relevant to the expected learning.

To honour the work done by previous educators and to ensure that our language and standards are specific and universal, we have revised our understanding and language of the proficiency scale. The educators at Capilano understand that **transference** is the benchmark for *complete* understanding of a concept or application of a skill. This is highlighted in the revised rubric below, which combines both proficiency scales:

	Emerging	Developing	Proficient	Extending
Capilano Proficiency Scale	Student demonstrates <b>initial</b> understanding and attempts to apply knowledge and skills to situations the same as those modeled and practiced.	Student demonstrates <b>partial</b> understanding by applying knowledge and skills to situations similar to those previously modeled and practiced.	Student demonstrates conceptual understanding through <b>transference</b> of knowledge and skills to situations not already modeled and practiced.	Student demonstrates <b>sophisticated</b> conceptual understanding through <b>innovative</b> transference of knowledge and skills to situations not already modeled and practiced.



Reporting Timeline:

Dates	Reporting format	Tool
<b>October</b>	Student-Family-Teacher Goal Setting Conferences	Locally developed (school based) template with reflection on student progress, and creation of year-long goal with reflection two additional times over the year (March and June)
<b>December</b>	First Formal Written Update	MyEd BC report card template
<b>February</b>	Student-led Conferences	Agenda set by individual classrooms – centred around student learning and reflection on goal(s)
<b>March</b>	Second Formal Written Update	MyEd BC report card template
<b>June</b>	Written Summary of Learning	MyEd BC report card template
<b>June</b>	Student Self-Reflection	Final reflection on goal set during SFT Goal Setting Conferences; completed reflections are shared with families
<b>Ongoing throughout the year (one per term)</b>	Self-Assessment of the Approaches to Learning (Self-Assessment of the Core Competencies)	For primary students, locally developed (school based) template, and for intermediate students, a typed <i>reflection</i> post with guiding questions, both uploaded to Managebac
	Student Portfolios	Teachers support students in uploading work samples and reflections to Managebac

**Student Portfolios:**

Essential Agreements on Student Portfolios:

1. The school values communication about learning occurring during Units of Inquiry. We believe it is most effective when it involves student voice and choice. As such, IB PYP students have portfolios to house snapshots of learning from completed Units of Inquiry.
2. Throughout the school year students from Kindergarten through Grade 7 will select work sample(s) from Units of Inquiry which demonstrates their learning in some way. Samples will be uploaded to individual students' ManageBac Portfolios for their families to access at least three times a year (once each academic term).

**References/Additional Resources/Links to Further Information:**

Current BC Ministry of Education procedures and policies on assessment and reporting:

<https://my44.sd44.ca/Communicating/PublishingImages/Pages/default/k-12-student-reporting-policy-communicating-student-learning-guidelines.pdf>

**Policy Review Procedures and Dates:**

The policy will be reviewed annually during staff meetings. The purpose of the review will be to ensure the document is up to date, ensure all staff members are aware of the procedures at the school, and to provide an opportunity for reflection and goal setting by the staff.